DOCUMENT RESUME

ED 235 155 SP 023 071

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TITLE Study Guide for TCT in School Counseling.
INSTITUTION Georgia State Dept. of Education, Atlanta.
PUB DATE 83
NOTE 26p.; For related documents, see SP 023 053-079.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Educational Objectives; Higher Education; Preservice Teacher Education; *Program Content; *School Counseling; *School Counselors; Study Guides; *Teacher Certification; Teacher Qualifications; Teaching (Occupation); Test Coaching; Testing Programs; *Tests
IDENTIFIERS *Georgia Teacher Certification Testing Program

ABSTRACT

This study guide is intended for use by individuals preparing to take the Georgia Teacher Certification Test (TCT) for school counselors. The content objectives, or competencies, to be demonstrated are: (1) general knowledge of growth and development of the child; (2) knowledge of theories of personality and learning; (3) knowledge of major concepts of theories of individual and group counseling and the tenets of the most widely used counseling techniques; (4) knowledge of regulatory legislation and ethical standards of school counseling; (5) knowledge of theories of career development, strategies of value clarification, the world of work, and uses of leisure; (6) knowledge of the general principles and methods of research, tests, and measurements; and (7) knowledge of sociological class structure and its impact on students, school curriculum, leadership patterns, and principles of sound physical and mental health. Selected references are cited for supplementary reading in each of these competencies. (JD)

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ED235155

STUDY GUIDE FOR TCT IN SCHOOL COUNSELING

Published by

Georgia Department of Education

Georgia Teacher Certification Testing Program

Atlanta, Georgia 30334

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SP023071

National Evaluation Systems, Inc., has prepared for distribution by the Georgia Department of Education the set of content objectives found in this Study Guide. These objectives have been verified as important content requirements for initial certification. Not all of the listed objectives have had test items written for them. The selected objectives have not been identified. All objectives which appear here are certification requirements and a sampling of them will be tested.

When the project to develop the Georgia Teacher Certification Tests (TCT) was begun in November 1976, an Ad Hoc Committee composed of Georgia educators was appointed to work with NES on each TCT. The function of these Ad Hoc Committees was to review all NES-generated materials with a goal of making the materials more reflective of Georgia education needs. The first step in the test development process was that of content domain specification. Educators identified all content knowledge that an applicant would need to know to function effectively in a Georgia school. This content was further defined into content objectives, which were sent to currently practicing Georgia educators for verification. These educators provided actual ratings of the "job-relatedness" of the content objectives. At that point, it was possible to identify, from the original domain specification, the extent of essentiality of specific content skills for successful performance on the job. Test items were written for the most essential objectives which spanned the content of the field.

The purpose of providing objectives is to explicitly define the content required of an applicant for certification in this field. Further, the statement of these objectives should assist in preparing for the criterion-reference content knowledge test. We encourage applicants to study these materials, which will enhance their understanding of the content field and alleviate any unnecessary concerns about the nature of the Georgia Teacher Certification Tests.

Along with these materials go hopes for a rewarding career in education.

If you have questions or desire further information, contact:

Performance-Based Certification
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Georgia Department of Education

Charles McDaniel, State Superintendent of Schools

The Georgia Department of Education wishes to express its appreciation to the group of Georgia educators listed below who volunteered their time and expertise to develop this Study Guide.

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Georgia Department
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Georgia Department of Education

June, 1983

Study Guide for TCT in School Counseling
Georgia Teacher Certification Testing Program
Field 024: School Counselor

Introduction

Background

In 1982, the Georgia Department of Education (GDE) requested assistance from counselor educators and practicing school counselors to develop this guide. The study guide would contain a list of references keyed to the content objectives (competencies) of the Georgia Teacher Certification Test (TCT) for School Counselors. Since this criterion-referenced test must be passed by persons seeking school counselor certification, several counselor educators in conjunction with GDE personnel volunteered their time.

Purpose of the Study Guide

This guide is intended for use by those individuals who have completed their coursework in school counseling. It is designed to provide assistance in the review of pertinent content in preparation for taking the TCT for certification. There is no assurance that the suggested readings will correspond to individual test items. However, the committee believes that the readings do provide comprehensive coverage of the content objectives (competencies).[1]

Overview of the TCT in School Counseling

The TCT was developed by the National Evaluation Systems, Inc. and Georgia counselor educators/practicing school counselors for the Georgia Department of Education. The test is divided into four broad subareas. Not all of the subareas have the same number of questions; however, each of them has at least 21 questions. The subareas have been listed below by their relative weights on this test. For example, Subareas I and II have the most questions, while Subarea III has the least questions.

Subarea I : Theories and Principles[2]
Subarea II : Career Development[2]
Subarea IV : Research, Test and Measurement
Subarea III: General Education

The content objectives under each of the four subareas above were reviewed by certified and practicing school counselors, college and university personnel, and state department of education personnel in Georgia. Only those objectives considered to be job related were selected.

[1] For the purposes of this study guide, the term competency is used interchangeably with content objective.

[2] These subareas have equal numbers of questions.

Examinees should also be aware of the following information about the TCT:

1) All items are multiple choice.

2) There is no penalty for guessing.

3) Three and one-half hours have been allocated for taking the test; however, examinees needing more time can request an additional hour at the end of the test session.

4) In order to pass the TCT, one does not have to pass each subarea. Your total score is determined by the number of correct answers.

Use of the Study Guide

In order to help examinees prepare for what they will encounter on the test, the authors of this study guide have organized it by listing the competencies for each subarea, then listing the sources for the subarea followed by the number and letter code for that particular objective. Some of the sources cover topics common to three, four or more competencies while other sources are only related to one competency. Other references, not listed in the study guide, but pertinent to the content objectives, may also be used.

Before selecting specific references to review, the committee suggests that you review all the content objectives for the four subareas. As you study each content objective, assess your present knowledge and feelings of competence. Then make a list of the content objectives where your knowlege is weakest. Select references keyed to those content objectives to review first.

Please remember that all of the readings recorded for an objective do not need to be studied. If you have access to several references, selection will probably be determined by your personal preference.

After you have reviewed the knowledge in your weakest areas, the committee suggests that you concentrate your efforts on the subareas which have more items on the test (Subareas I and II).

Best wishes for a successful performance on the examination. We hope that the reference list will be of value in your preparation.

Additional Test-Taking Assistance

Examinees wanting specific help with test-taking skills should ask for assistance from their college/university counseling center and/or refer to one or more of the references listed below:

Flippo, R.F., Testwiseness. Rehoboth, MA: Twin Oaks Publishing, 1983.

Millman, J., & Pauk, W., How to take tests. New York: McGraw Hill, 1969.

Pauk, W., How to study in college (2nd ed.). Boston: Houghton Mifflin, 1974.

Preston, R.C., & Botel, M., How to study. Chicago: SRA, 1974.

Raygor, A.L., & Wark, D.M., Systems for study. New York: McGraw Hill, 1970.

Study Guide for TCT in School Counseling

Georgia Teacher Certification Testing Program

Field 024: School Counselor

I. THEORIES AND PRINCIPLES

Competency: The counselor will have a general knowledge of the growth and development of the child from birth to middle childhood.

11A ...understand the principles of biological inheritance

11B ...know the physical development of the child

11C ...understand the family and social influence upon the child's personality

11D ...understand the development of trust in the child

11E ...understand the development of caring in the child

11F ...understand the development of conscience and guilt in the child

References

Berger, K. S. The developing person. New York: Worth Publishing, 1980. 11A, 11B, 11C, 11D, 11E, 11F

Biehler, R. Child development: an introduction (2nd ed.). Boston: Houghton Mifflin, 1981. 11A, 11B, 11C, 11D, 11E, 11F

Gardner, H. Developmental psychology (2nd ed.). Boston: Little, Brown, & Co., 1982. 11C, 11D, 11E, 11F

McCandless, B. R., & Trotter, R. J. Children: behavior and development (3rd ed.). New York: Holt, Rinehart, & Winston, 1977. 11C, 11D, 11E, 11F

Mussen, P. H., Conger, J. J., & Kagan, J. Child development and personality (5th ed.). New York: Harper & Row, 1979. 11A, 11B, 11C, 11D, 11E, 11F

Papalia, D. E., & Olds, S. W. A child's world (3rd ed.). New York: McGraw-Hill, 1982. 11A, 11B, 11E, 11F

Smart, M. & Smart, R. Children: development and relationships. New York: Macmillan, 1967. 11C

Zaichkowsky, L., Zaichkowsky, L., & Martinek, T. Growth and development. St. Louis: C. V. Mosby Co., 1980. 11A, 11B, 11C, 11F

Competency: The counselor will understand the growth and development of the school age child.

12A ...understand the developmental task sequences and their coping behaviors at the elementary or secondary level

12B ...understand the physical processes of the student's growth and development

12C ...understand the intellectual growth and development of the student

12D ...understand the student's peer group culture

12E ...understand the social influences upon the student (family, school, community)

12F ...understand the emotional growth and development of the student

12G ...understand the moral-legal aspect of the student's growth and development

12H ...understand the factors of motivation in the student

12I ...understand the effects of the student's sexuality and sex role identification upon his/her personality growth development

References

Berger, K. S. The developing person. New York: Worth Publishing, 1980. 12A, 12B, 12C, 12F

Biehler, R. Child development: an introduction (2nd ed.). Boston: Houghton Mifflin, 1981. 12A, 12B, 12C, 12D, 12E, 12F, 12G, 12H, 12I

Biehler, R. Psychology applied to teaching (3rd ed.). Boston: Houghton Mifflin, 1978. 12A

Gardner, H. Developmental psychology (2nd ed.). Boston: Little, Brown, & Co., 1982. 12A, 12F, 12G

Havighurst, R. J. Developmental tasks and education (3rd ed.). New York: Longman, 1972. 12A

Lerner, R. M., & Spanier, G. B. Adolescent development. New York: McGraw Hill, 1980. 12A, 12B, 12C, 12D, 12E, 12G, 12I

McCandless, B. R., & Trotter, R. J. Children behavior and development (3rd ed.). New York: Holt, Rinehart, & Winston, 1977.
12A, 12F

Mouly, G. J. Psychology for teaching. Boston: Allyn & Bacon, 1982
12A

Mussen, P. H., Conger, J. J., & Kagan, J. Child development and personality (5th ed.). New York: Harper & Row, 1979.
12A, 12F, 12I

Papalia, D. E., & Olds, S. W. A child's world (3rd ed.). New York: McGraw Hill, 1982. 12B, 12C, 12D, 12E, 12F, 12I

Smart, M., & Smart, R. Children: development and relationships. New York: Macmillan, 1967. 12B, 12C, 12D, 12E, 12H

Travers, J. F. Educational psychology. New York: Harper & Row, 1979.
12A

Zaichkowsky, L. B., Zaichkowsky, L. D., & Martinek, T. Growth development. St. Louis: C. V. Mosby Co., 1980.
12A, 12B, 12C, 12D, 12E, 12F, 12G
12H, 12I

Competency: The counselor will have a knowledge of theories of personality and learning.

13A ...know the general structure of the most widely used theories

13B ...know the importance of human sexuality and its affects upon personality development

13C ...know the developmental theory of attitudes, beliefs, and values of personality and their relationship to the world of work

13D ...know theories of motivation as related to personality growth

13E ...know the principles of behavior management which include: operant conditioning, classical conditioning, and social modeling

References

Bavelas, J. Personality: current theory and research. Monterey, CA: Brooks/Cole Co., 1978. 13A, 13B, 13D, 13E

Bigge, M. L. Learning theories for teachers (4th ed.). New York: Harper & Row, 1982. 13A

Brody, N. Personality research and theory. New York: Academic Press, 1972. 13A, 13D, 13E

Bugelski, B. R. Principles of learning and memory. New York: Praeger Publishers, 1979. 13A, 13E

Hall, C. S., & Lindzey, G. Theories of personality (3rd ed.). New York: John Wiley & Sons, 1978. 13A, 13B, 13E

Hilgard, E. R., & Bower, G. Theories of learning (5th ed.). New York: Appleton,Century.Crofts, 1981. 13A

Liebert, R. M., & Spergler, M. D. Personality strategies for the study of man. Homewood, IL: The Dorsey Press, 1974. 13A, 13C

Miller, L. K. Principles of everyday behavior analysis (2nd ed.). Monterey, CA: Brooks/Cole Co., 1980 13E

Mischel, W. Introduction to personality (2nd ed.). New York: Holt, Rinehart, & Winston, 1976. 13A, 13C

Schultz, D. Theories of personality. Monterey, CA: Brooks/Cole Co., 1976. 13A, 13B, 13C, 13D, 13E

Smith, J. M. & Smith, D. P. Child management: a program for parents and teachers. Champaign, IL: Research Press, 1976. 13E

Competency: The counselor will know the major concepts of the theories of individual counseling.

14A ...able to identify the philosophical base for the most widely used counseling theories

14B ...able to define the major constructs which are utilized in client-centered counseling

14C ...able to define the major constructs which are utilized in behavioral counseling

References

Belkin, G. Counseling: directions in theory and practice. Dubuque, IA: Kendall/Hunt Co., 1976. 14A, 14B, 14C

Boy, A. & Pine, G. Client-centered counseling: a renewal. Boston: Allyn & Bacon, 1982. 14B

Brammer, L. & Shostrom, E. Therapeutic counseling (4th ed.). Englewood Cliffs, NJ: Prentice-Hall, 1982. 14A, 14B, 14C

Corey, G. Manual for theory and practice of counseling and psychotherapy (2nd ed.). Monterey, CA: Brooks/Cole Co., 1981. 14A

Corey, G. Theory and practice of counseling and psychotherapy (2nd ed.). Monterey, CA: Brooks/Cole Co., 1982. 14A, 14B, 14C

Corsini, R. Current psychotherapies (2nd ed.). Itasca, IL: F. E. Peacock Publishers, 1979. 14A, 14B, 14C

Engelkes, J. R., & Vandergoot, D. Introduction to counseling. Boston: Houghton Mifflin, 1982 14A

Hansen, J., Stevic, R., & Warner, R. Counseling theory and process (3rd ed.). Boston: Allyn & Bacon, 1982. 14A, 14B, 14C

Ivey, A. E. & Simek-Downing, L. Counseling and psychotherapy: skills, theories, and practice. Englewood Cliffs, NJ: Prentice-Hall, 1980. 14A, 14B, 14C

Martin, D. Learning-based client centered therapy. Monterey, CA: Brooks/ Cole Co., 1972. 14B

Patterson, C. Theories of counseling and psychotherapy (3rd ed.). New York: Harper & Row, 1980. 14A, 14B, 14C

Pietrofesa, J., Hoffman, A., Splete, H., & Pinto, D. Counseling: theory, research, and practice. Chicago: Rand McNally, 1978. 14A, 14B, 14C

Shertzer, B., & Stone, S. Fundamentals of counseling. Boston: Houghton Mifflin, 1980. 14A

Competency: The counselor will know the tenets and cognitive aspects of the most widely used individual counseling models and/or techniques.

15A ...know the client-centered model

15B ...know interpersonal relations and communication models

References

Boy, A., & Pine G. Client-centered counseling: a renewal. Boston: Allyn & Bacon, 1982. 15A, 15B

Carkhuff, R. Helping and human relations: a primer for lay and professional helpers, vol. 1, selections and training. New York: Holt, Rinehart & Winston, 1969. 15B

Carkhuff, R. The art of helping IV. Amherst, MA: Human Resource Development Press, 1980. 15A, 15B

Corey, G. Theory and practice of counseling and psychotherapy. Monterey, CA: Brooks/Cole Co., 1982. 15A, 15B

Egan, G. The skilled helper (2nd ed.). Monterey, CA: Brooks/Cole Co., 1982. 15A, 15B

Ivey, A., & Simek-Downing, L. Counseling and psychotherapy: skills, theories, and practice. Englewood, NJ: Prentice-Hall, 1980. 15A, 15B

Martin, D. Learning-based client-centered therapy. Monterey, CA: Brooks/Cole Co., 1972. 15A, 15B

Patterson, C. Theories of counseling and psychotherapy (3rd ed.). New York: Harper & Row, 1980. 15A, 15B

Penland, P., & Mathai, A. Interpersonal communication. New York: Marcel Dekker, 1974. 15B

Rogers, C. Client-centered therapy. Boston: Houghton Mifflin, 1951. 15A

Smith, D., & Williamson, K. Interpersonal communication: roles, rules, strategies, and names. Dubuque, IA: William C. Brown Co., 1977. 15B

Competency: The counselor will know theories of group counseling and group dynamics.

16A ...will know the dynamics and methods of counseling a group

16B ...will know the stages of group development

16C ...will know the general guidelines for counselor selection and group composition

16D ...will know the values and uniqueness of group counseling

16E ...will know the limitations and disadvantages of group counseling

16F ...will know the legal and ethical standards associated with group counseling

16G ...will know methods for involving alienated or isolated students in a counseling group

16H ...will know external, internal, and resultant forces of group dynamics

References

Boy, A., & Pine, G. Client-centered counseling: a renewal. Boston: Allyn & Bacon, 1982. 16D, 16E

Cartwright, O., & Zander, A. Group dynamics. New York: Harper & Row, 1968. 16A

Corey, G. Manual for theory and practice of group counseling. Monterey, CA: Brooks/Cole Co., 1981 16A, 16B, 16D, 16F, 16G

Corey, G. Theory and practice of group counseling. Monterey, CA: Brooks/Cole Co., 1981. 16A, 16B, 16D, 16F, 16G

Dinkmeyer, D., & Muro, J. Group counseling: theory and practice (2nd ed.). Itasca, IL: F. E. Peacock, 1979. 16A, 16B, 16C, 16D, 16G, 16H

Gazda, G. (Ed.), Basic approaches to group psychotherapy and group counseling (2nd ed.). Springfield, IL: Charles C. Thomas, 1975. 16A, 16B, 16C, 16D, 16E, 16F

Hansen, J., Warner, R., & Smith, E. Group counseling: theory and process (2nd ed.). Chicago: Rand McNally, 1980. 16A, 16B, 16C, 16D, 16F, 16H

Napier, R., & Gershenfeld, M. Groups: theory and process (2nd ed.). Boston: Houghton Mifflin, 1981. 16B, 16D, 16E

Competency: The counselor will know the regulatory legislation and ethical standards of school counseling.

17A ...The counselor will know the regulatory legislation (state and federal) which govern school counselors

17B ...The counselor will know the ethical standards of school counseling

References

Adequate programs for education in Georgia (Chapter 32-6A). Code of Georgia Annotated. Norcross, GA: The Harrison Co., 1982. 17A

Alexander, D. Legal issues in guidance. In T. H. Hohensil & J. H. Miles (Eds.), School guidance services. Dubuque, IA: Kendall-Hunt Co., 1976. 17A

Alexander, K., Corns, R., & McCann, W. Public school law: cases and materials. St. Paul, MN: West Co., 1969. 17A

American Psychological Association and/or the American Personnel and Guidance Association Code of Ethics is available in many standard texts of counseling, e.g., Shertzer, B. & Stone, S. Fundamentals of guidance (3rd ed.). Boston: Houghton Mifflin, 1976. 17B

Boyd, R., Tennyson, W., & Erickson, D. Counselors and client confidentiality. Counselor education and supervision, 1973, 12, 278-288. 17B

Georgia Department of Education. Standards for Georgia public schools 1982 (current and proposed). Atlanta: 1982. 17A

Getson, R., & Schweid, R. School counselors and the Buckley Amendment-ethical standards squeeze. School Counselor, 1976, 24, 56-58.
17B

Shertzer, B., & Stone, S. Fundamentals of counseling. Boston: Houghton-Mifflin, 1976.
17A, 17B

Special issue on ethical practice. Personnel and Guidance Journal, 1971, 50, 327-30.
17B

Tolbert, E. An introduction to guidance. Boston: Little, Brown, and Co., 1978.
17B

Van Hoose, W., & Kottler, S. Ethical and legal issues in counseling and psychotherapy. San Francisco: Jossey-Bass, 1977.
17A, 17B

Weinrach, S., & Morgan, L. A bill of client rights and responsibilities. Personnel and Guidance Journal, 1975, 53, 557-562.
17A

II. CAREER DEVELOPMENT

Competency: The counselor will know theories of career development.

21A ...know and be able to identify the major constructs of career development theorists

21B ...know the major phases of career development

21C ...able to identify the career management tasks by developmental level as described in the Minnesota Career Development Curriculum (CDC) of Tennyson

References

Belkin, G. S. Practical counseling in the schools. Dubuque, IA: William C. Brown Co. Pub., 1975 21A

Borow, H., (Ed.). Career guidance for a new age. Boston: Houghton-Mifflin, 1973. 21B, 21C

Crites, J. O. Career counseling: models, methods, and materials. New York: McGraw-Hill, 1981. 21A, 21B

Norris, W., Hatch, R. N., Engelkes, J. R., and Winborn, B. B. The career information service. Chicago: Rand McNally, 1979. 21A, 21B

Osipow, S. Theories of career development. New York: Meredith Co., 1968. 21A, 21B

Shertzer, B. and Stone, S. Fundamentals of guidance. Boston: Houghton Mifflin, 1980. 21A, 21B

Tennyson, W. W. et. al. Career development education. Falls Church, VA: APGA Pub., 1981. 21C

Zunker, V. G. Career counseling: applied concepts of life planning. Monterey, CA: Brooks/Cole Pub. Co., 1981 21A, 21B

Competency: The counselor will know an accepted decision-making process and strategies of value clarification.

22A ...able to identify processes which will lead a student from the identification of a problem to its solution

22B ...know the characteristics of a value

22C ...know strategies of values clarification

References

Carkhuff, R. R. The art of problem solving. Amherst, MA: Human Resource Development Press, 1973. 22A, 22B

Curran, C. A. Counseling and psychotherapy: the pursuit of values. New York: Sheed & Ward, 1968. 22B, 22C

Egan, G. The skilled helper: a model for systematic helping and interpersonal relating. Monterey, CA: Brooks/Cole, 1976. 22A

Gelatt, H. B., Varenhorst, B. and Carey, R. Deciding: a leader's guide. New York: College Entrance Examination Board, 1972. 22A

Goodman, J. Values Clarification: a review of major books. In J. W. Pfeiffer and J. J. Jones (Eds.). The 1976 annual handbook for group facilitators. LaJolla, CA: University Associates, 1976. 22B, 22C

Harmin, M., Kirschenbaum, H., and Simon, S. B. Clarifying values through subject matter. Minneapolis: Winston Press, 1973. 22B, 22C

Kirschenbaum, H. and Simon, S. B. (Eds.). Readings in value clarification. Minneapolis: Winston Press, 1973. 22B, 22C

Simon, S. B. Meeting yourself halfway: thirty-one value clarification strategies for teachers and students. Niles, IL: Argus, 1974. 22C

Simon, S. B., Howe, L. W., and Kirschenbaum, H. Values clarification: a handbook of practical strategies for teachers and students. New York: Hart, 1973. 22B, 22C

Spivak, G., Platt, J. J., and Shure, M. B. The problem-solving approach to adjustment. San Francisco: Jossey-Press, 1977. 22A

Competency: The counselor will know the value of leisure.

23A ...able to identify various types of leisure activities and indicate their relationship to work and education

23B ...able to identify resources for leisure activities

References

Connally, M. L. Leisure counseling. Springfield, IL: Charles C. Thomas, 1977. 23A, 23B

Dagley, J. C., & Colby, P. G. Work and leisure environments leader's guide. Atlanta: Georgia Department of Education, 1976. (ERIC Document, Reproduction Service No. ED 153 104).

Green, T. F. Work, leisure, and the american schools. New York: Random House, 1968. 23A, 23B

Parker, S. The future of work and leisure. New York: Praeger Publishers, Inc., 1971. 23A, 23B

Competency: The counselor will have a knowledge of the world of work.

24A ...know various occupations; classification systems, identify sources of occupational information, and know criteria for evaluating occupational information

24B ...know the various educational and training routes necessary for job-entry

24C ...know the personal, educational, and job characteristics which are inherent in various occupations

24D ...know a vocabulary of career terms

References

Barre, M. College information and guidance. Boston: Houghton Mifflin, 1970. 24B

Byrne, R. Guidance: a behavioral approach. Englewood Cliffs, NJ: Prentice-Hall, 1977. 24A

Hawley, I. and R. Human values in the classroom: a handbook for teachers. New York: Hart Co., Inc., 1975. 24B, 24C

Herr, E. L., and Cramer, S. H. Career guidance through the life span: systematic approaches. Boston: Little, Brown, & Co., 1979. 24A, 24D

Herr, E. L., and Cramer, S. H. Vocational guidance and career development in the schools: toward a systems approach. Boston: Houghton Mifflin, 1972. 24A, 24D

Hollis, J. W., and Hollis, L. C. Personalizing information processes: educational, occupational, and personal-social. New York: Macmillan, 1969. 24A, 24C, 24D

Hoppock, R. Occupational information. New York: McGraw-Hill, 1976. 24A, 24B

Isaacson, L. Career information in counseling and teaching. Boston: Allyn & Bacon, 1977. 24A, 24B, 24C, 24D

Norris, W., Hatch, R. N., Engelkes, J. R., and Winborn, B. B. The career information service (4th ed). Chicago: Rand McNally, 1979. 24A, 24C, 24D

U.S. Bureau of Labor Statistics. Occupational outlook handbook. Washington, D.C.: U.S. Government Printing Office, 1982.
24C

U.S. Department of Labor, U.S. Employment Service. Dictionary of occupational titles, Vols. 1 and 2 (1965), Supplment (1966) and Supplement 2 (1968). Washington, D.C.: U.S. Government Printing Office.
24A, 24B, 24C, 24D

III. RESEARCH, TEST AND MEASUREMENT

Competency: The counselor will know the general principles and methods of assessment.

31A ...know the general purposes of various instruments and will be able to identify instruments appropriate to meet the needs of clients

31B ...demonstrate knowledge of appraisal procedures that will effectively identify exceptional students

References

Anastasi, A. Psychological testing. New York: Macmillan, 1982. 31A, 31B

Cronbach, L. J. Essentials of psychological testing (3rd ed.). New York: Harper & Row, 1970. 31A, 31B

Rapaport, D., Grill, M., & Schafer, R. Diagnostic psychological testing. New York: International Universities Press, 1968. 31B

Samuda, R. Psychological testing of american minorities. New York: Dodd, Mead, and Co., 1975. 31B

Shertzer, B. & Linden, J. D. Fundamentals of individual appraisal. Boston: Houghton-Mifflin, 1979. 31A, 31B

Sundberg, N. Assessment of persons. Englewood Cliffs, NJ: Prentice-Hall, 1977. 31A, 31B

Competency: The counselor will know survey methods.

32A ...able to state important differences in the purpose and function of tests and testing as in: counseling, diagnosis, and curriculum use

32B ...able to demonstrate an understanding of research designs appropriate for evaluating counseling process techniques and outcomes

32C ...able to identify the major reference sources for reviewing new and established psychometric instruments

References

Anastasi, A. Psychological testing. New York: Macmillan, 1982. 32C

Cottle, W. C. & Downie, N. M. Preparation for counseling. Englewood Cliffs, NJ: Prentice-Hall, 1970. 32C

Goldman, L. Using tests in counseling. New York: Appleton-Century & Crofts, 1972. 32A

Kaplan & Saccuzzo. Psychological testing, principles, applications, and issues. Monterey, CA: Brooks/Cole, 1982.
32A, 32C

Tuckman, B. Measuring educational outcomes; fundamentals of testing. Atlanta: Harcourt, Brace, Jovanovich, 1975.
32A

Van Dalen. Understanding educational research. New York: McGraw-Hill Book Co., 1973. 32B

Competency: The counselor will have a working knowledge of statistics for interpreting and using data.

33A ...know and understand the most widely used descriptive statistics and measurement terms

33B ...demonstrate his/her ability to synthesize and integrate testing and nontesting data concerning the client

33C ...demonstrate knowledge of his/her ability to refer and use other professionals when appropriate for additional appraisal

References

Ary, D., Jacobs, L. C. & Razavieh, A. Introduction to research in education. New York: Holt, Rinehart, & Winston, 1972.
33A

Goldman, L. Using tests in counseling. New York: Appleton, Century, Crofts., 1972. 33B

Kaplan & Saccuzzo. Psychological testing, principles, applications, and issues. Monterey, CA: Brooks/Cole, 1982.
33A

Reardon, R. Information Processing. Atlanta: Georgia Department of Education, 1978. (ERIC Document, Reproduction Service No. ED 153 104).
33C

Schutte, J. G. Everything you always wanted to know about elementary statistics but were afraid to ask. Englewood Cliffs, NJ: Prentice-Hall, 1977. 33A

Shertzer, & Linden, J. D. Fundamentals for individual appraisal. Boston: Houghton Mifflin, 1979. 33B

Shertzer, B., & Stone, S. Fundamentals of guidance. Boston: Houghton Mifflin, 1980. 33C

Townsend, E. A., & Burke, P. J. Statistics for the classroom teacher. New York: Macmillan, 1966. 33A

Tuckman, B. W. Conducting educational research (2nd ed.). New York: Harcourt, Brace, Jovanovich, 1978. 33A

Tyler, L. Tests and measurements. Englewood Cliffs, NJ: Prentice-Hall, 1963. 33A

IV. GENERAL EDUCATION

Competency: The counselor will have a knowledge of sociological class structure and its impact on students.

41A ...able to identify the factors which account for social classification and stereotyping within various social classes

41B ...knowledge of the value system which typifies the various social classes

41C ...knowledge of historically important events of various racial and ethnic groups

References

Cave, W. M., & Chesler, M. A. Sociology of education: an anthology of of issues and problems. New York: Macmillan, 1974. 41B, 41C

Havighurst, R. J. & Levine, D. U. Society and education (5th ed.). Boston: Allyn & Bacon, 1979. 41A, 41B, 41C

Kahn, M. L. Class and conformity: a study in values. Homewood, IL: Dorsey, 1969. 41B

Ornstein, A. C. Education and social inquiry. Itasca, IL: Peacock Publishers, 1978. 41A

Ornstein, A. C. Race and politics in school/community organizations. Pacific Palisades, CA: Goodyear, 1974. 41B, 41C

Competency: The counselor will have knowledge of school curriculum.

42A ...able to identify various groups who influence curriculum

42B ...know various organizational strategies

42C ...know various instructional strategies

42D ...know the basic content of curriculum

References

Doll, R. C. Curriculum improvement: decision-making and process. Boston: Allyn & Bacon, 1978. 42A, 42B, 42C

Gagne', R. M. & Briggs, L. J. Principles of instructional design. New York: Holt, Rinehart, & Winston, 1974. 42C

Hass, G. Curriculum planning: a new approach. Boston: Allyn & Bacon, 1980. 42A, 42B, 42C, 42D

Lounsbury, J. H. & Vass, G. E. A curriculum for the middle school years. New York: Harper & Row, 1978. 42B, 42D

McNeil, J. D. Curriculum: a comprehensive introduction. Boston: Little, Brown, 1981. 42A, 42B, 42D

Saylor, J. S., Alexander, W. M., & Lewis, A. J. Curriculum planning for better teaching and learning (4th ed.). New York: Holt, Rinehart, & Winston, 1981. 42A, 42B, 42C, 42D

Tanner, D., & Tanner, L. Curriculum development. New York: Macmillan, 1980. 42A, 42B, 42C, 42D

Zais, R. S. Curriculum: principles and foundations. New York: Thomas Y. Crowell, 1976. 42A, 42B, 42D

Competency: The counselor will have knowledge of co-curricular activities.

43A ...identify various school activities which are available to students and list the major goals of these activities.

References

Doll, R. C. Curriculum improvement: decision-making and process. Boston: Allyn & Bacon, 1978. 43A

Saylor, J. S., Alexander, W. M., & Lewis, A. J. Curriculum planning for better teaching and learning (4th ed.). New York: Holt, Rinehart, & Winston, 1981. 43A

Competency: The counselor will know leadership patterns.

44A ...able to identify and determine the most appropriate leadership pattern for a given situation

References

Doll, R. C. Curriculum improvement. Boston: Allyn & Bacon, 1978. 44A

Guest, R. H., Hersey, P., & Blanchard, K. H. Organizational change through effective leadership. San Diego: University Associates, 1981. 44A

Harris, B. M. Supervisory behavior in education (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall, 1975. 44A

Knezevich, S. Administration of public education (3rd ed.). New York: Harper & Row, 1975. 44A

Sergiovanni, T. J., et. al. Educational governance and administration. Englewood Cliffs, NJ: Prentice-Hall, 1980. 44A

Competency: The counselor will know the principles of sound physical and mental health.

45A ...know the effects of insufficient sleep and rest upon the body

45B ...know the effects of an inadequate diet upon the body

45C ...know the physical effects of the abuse of alcohol, tobacco, and drugs

45D ...know the concept of psychological sexuality

45E ...know the major characteristics of a healthy personality

References

Ensor, P. G., Henkel, B. O., & Means, R. K. Personal health: confronting your health behavior. Boston: Allyn & Bacon, 1977. 45A, 45B, 45C, 45D, 45E

Estes, N. J., & Heinemann, M. E. Alcoholism: development, consequences, and interventions. St. Louis: The C. V. Mosley Co., 1977. 45C

Green H. I. & Levy, M. H. Drug misuse: human abuse. New York: Marrel Dekker, 1976. 45C

Hall, L. C. Facts about alcohol and alcoholism (DHEW Publication No. (Adm 76-31). Washington, D.C.: U.S. Government Printing Office, 1976. 45C

Hartmann, E. L. The function of sleep. New Haven: Yale University Press, 1973. 45A

Insel, P. M. & Roth, W. T. Health in a changing society. Palo Alto, CA: Mayfield Publishing, 1976. 45A, 45B, 45C, 45D, 45E

Johns, E. B., Sutton, W. C., & Cooley. Health for effective living. New York: McGraw-Hill, 1975. 45A, 45B, 45C, 45D, 45E

Martin, A. M. & Coolidge, A. A. Nutrition in action. New York: Holt, Rinehart, & Winston, 1978. 45B

Meddis, R. The sleep instinct. London: Routledge & Kegan Paul, 1977. 45A

Mussen, P. H., Conger, J. J., Kagan, J., & Gerivitz, J. Psychological development: a life-span approach. New York: Harper & Row, 1979.
45D, 45E

Offit, A. K. The sexual self. Philadelphia: J. B. Lippincott, 1977.
45D

Saul, L. J. Emotional maturity. Philadelphia: J. B. Lippincott, 1971.
45E

Terry, L. & Horn, D. To smoke or not to smoke. New York: Lothrop, Lee & Sheport, 1969.
45C

Competency: The counselor will know appropriate referral resources.

46A ...able to identify appropriate referral resources in the most widely used areas.

References

Brown, B. & Srebalus, D. Contemporary guidance concepts and practices: an introduction. Dubuque, IA: Wm. C. Brown, Co., 1972.
46A

Shertzer, B. & Stone, S. C. Fundamentals of guidance. Boston: Houghton-Mifflin Co., 1981.
46A